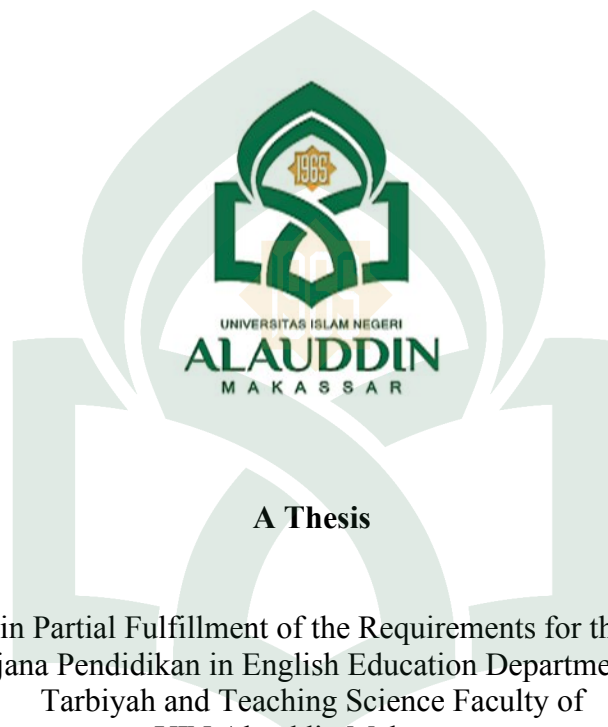


**ANALYZING STUDENTS' DIFFICULTIES TOWARD
LISTENING COMPREHENSION OF ENGLISH
EDUCATION DEPARTMENT OF TARBIYAH
AND TEACHING FACULTY AT UIN
ALAUDDIN MAKASSAR**



A Thesis

Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan in English Education Department of
Tarbiyah and Teaching Science Faculty of
UIN Alauddin Makassar

UNIVERSITAS ISLAM NEGERI
ALAUDDIN
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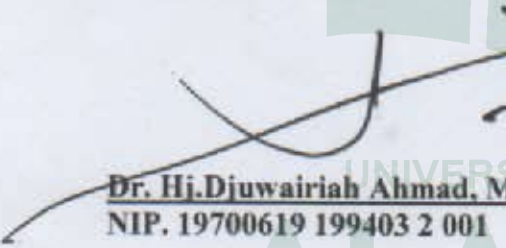
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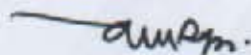
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ACKNOWLEDGEMENTS



Alhamdulillah Rabbil Alamin, first of all the researcher would like to express his humble gratitude to almighty Allah SWT, the almighty God, for his mercy, blessing, and opportunity given to me so that the writing the thesis under the title “Analyzing students’ difficulties toward listening comprehension of English Education Department of Tarbiyah and Teaching Faculty at UIN Alauddin Makassar.” can be finished. Salam and Salawat are addressed to the prophet Muhammad SAW who has brought us from the darkness to the lightness from the stupidly era until cleverness like now.

During the writing of this thesis, the researcher received much advice, guidance, encouragements and comments from a number of people. They are as motivator while finishing this thesis. The researcher can get success because they are. Therefore, the researcher would like to express deep gratitude and big thanks to them, they are:

Special thanks must go to the researcher beloved parents the late **Tahir** and **Darmawati** who always guide and give both material and spiritual contribution until the completing this thesis. The researcher’s beloved brother and sisters, **Agustina**, **Mantasya**, **Jusman Rezaldi**, **Aulia Izzatunnisa** who always give motivation to be successful. And also do not forget to thank and to appreciate for another people:

1. **Prof Dr. Musafir Pababbari, M.Ag**, the Rector of UIN Alauddin Makassar for his advice during my study at the university.
2. **Dr. H. Muhammad Amri, Lc., M.Ag** as the Dean of Tarbiyah and Teaching Science Faculty of UIN Alauddin Makassar.
3. **Dr. Kamsinah, M.Pd.I** and **St. Nurpahmi, S.Pd., M.Pd**, as the Head and the Secretary of English Education Department of Tarbiyah and Teaching Science Faculty of Alauddin State Islamic University (UIN) Makassar.
4. **Dr. Hj. Djuwairiah Ahmad, M.Pd., M.TESOL.** as the first consultant and **Andi Asmawati, S.Pd., M.Pd.** as the second consultant who gave the researcher guidance, correction and overall support since the preliminary stage of manuscript until the completing of this writing thesis.
5. Special thanks to the **Second Semester PBI 1 & 2** of English Education Department academic year 2016/2017 as the sample of this research and for their cooperation to the researcher.
6. All lectures and staff of English Department for their guidance and assistance during the years of the researcher's study.
7. Special thanks to Mam **Nurani, S.S**, my favorite teacher who always support and motivate me.
8. Special big thanks the researcher classmates **PBI 3 and 4** who never bored to give the researcher encouragement, support and meaningful help from beginning of thesis proposal until becoming a thesis.

13. Special huge thanks to the researcher's best friend **Andi Besse Nurindah**, **Ferdinand Alqadri**, **Fitriani**, **Samsibar**, **Bella Aldama**, **Wahyuni**, **Rahmawana**, **Mirnawati**, **Hermiati** for their time to help the researcher to held the research, to accompany the researcher travelling, for their craziest joke and their consolation so the researcher still enjoy the time in doing her thesis.
14. The researcher's sister and brother, **Sartika Ramadani** and **Fadli Zainuddin** who always help the researcher.

The researcher realizes that this writing thesis is still the simplest ones. Remaining errors are the researcher's own, therefore constructive criticism and suggestions will be highly appreciated. May the almighty God Allah SWT always bless us, one and for all.

Finnally, Billahi fi sabilil haq, Fastabiqul khairat.

Makassar, 25 Agustus 2017

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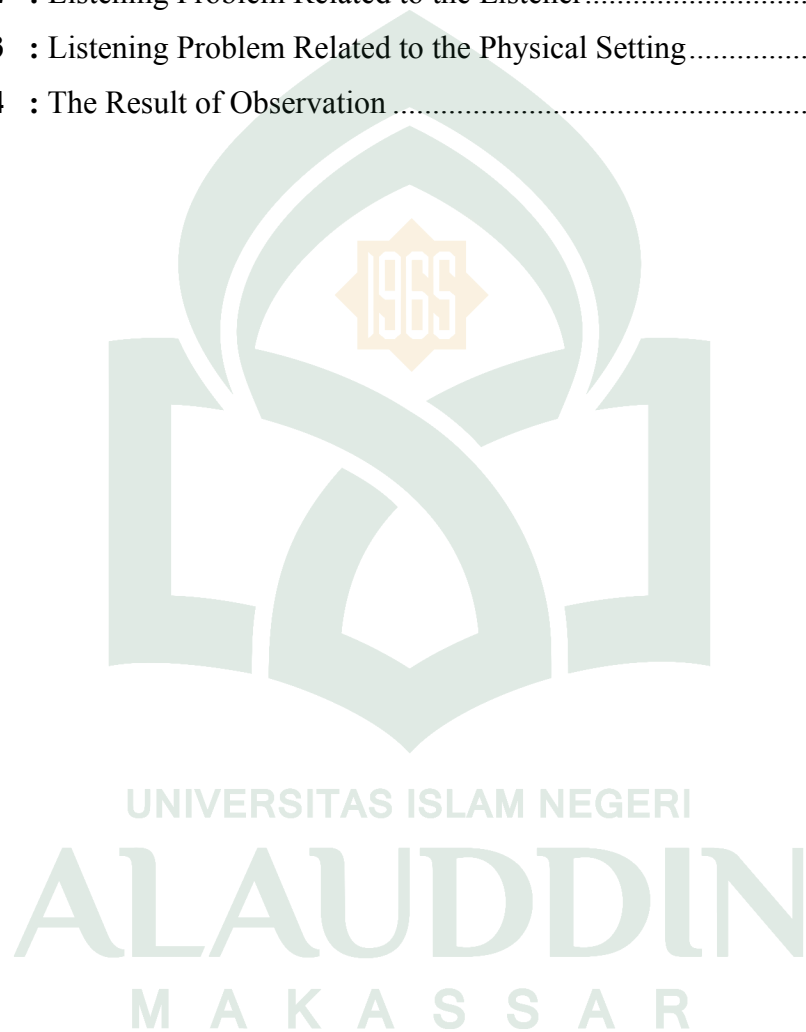
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ABSTRACT

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Comprehension of English Education Department of
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This thesis entitled "Analyzing Students' Difficulties toward Listening Comprehension of English Education Department of Tarbiyah and Teaching Faculty at UIN Alauddin Makassar" discussed about Difficulties Faced by Second Semester Students toward Listening Comprehension. The aim of the study were to found out the problems encountered the students from three factors; Listening material, Listeners Factor, and Physical setting. Descriptive method was used to analyze and to find the solution about the problems. The research was conducted in State Islamic University of Alauddin Makassar.

The population of this study was second semester students of English Education Department of Tarbiyah and Teaching Faculty Academic year 2016/2017. The number of population was 80 students from two classes. Purposive sampling technique was used to select one class that consist 37 students as the subject in this study. Data was gathered by questionnaire and interview while observation during listening was used to confirm students' answer.

The result of analyzing students' difficulties toward listening comprehension showed that listening is very difficult skill for students who study foreign language. It was based on three factors influencing their listening were listening material, listener factor, and physical setting. Therefore, accents, pronunciation, speed of speech, insufficient vocabulary, different accent of the speakers, lack of concentration, and bad quality of recording were major problems encountered by students' English Education Department.

Understanding about students' difficulties can motivate and help the lecturers to develop effective learning strategies for the students to improve their listening abilities. It provided solutions also to overcome the problems were: the teacher should adapt and improve listening material, activate students' vocabulary, give the students variety of accent while practice listening in language laboratory, improve their pronunciation by training from native speakers, building students' knowledge about the topic, give some strategy in listening, always motivate students. The solutions were made as a suggestion for the lecturers. The results of the study may also be useful for those who are interested in this study.

CHAPTER I

INTRODUCTION

This chapter deals with research background, problem statement, objective of the research, significance of the research, and scope of the research.

A. Background

Listening is an essential part of English as a foreign language. It seems like the other skills such as writing, reading, and speaking, listening is very important skill because it is the most widely used in daily life. Learning listening will help us to improve speaking skill considerably. People need to hear various types of English repeatedly and continuously if they want to communicate properly, meaningful, and naturally. It means that without hearing people cannot acquire language because listening provides language input. As Rost in Hien (2015) stated listening as foreign language learning is paramount important since it provides the language input. As an input skill, listening plays a crucial role in students' language development.

Accordingly, teaching listening needs more attention in order to develop students' language. In some cases of the language classroom, listening was considered to be the most difficult language skill for students because it needs more attention and concentration to comprehend the material that included understanding dialogue and monologue text. It could be said that listening is a complex process in which many things happen simultaneously inside the mind.

Nevertheless, the lecturers hold a very crucial demand in learning process. The lecturer had ability to handle the students and the class circumstances. When the students find difficulties in their listening, it was naturally because they were studying. It became the lecturers' responsible to solve the difficulties faced by the students. However, most lecturers did not pay attention about that. The teacher might assume that it was not important to do.

According to some previous research from Hamouda (2013), Abidin (2013), Anadapong (2011) who completed the related study, they concluded that in order to help students to improve their listening ability, language lecturer had to understand students' listening difficulties in comprehending listening text, and instruct effective listening strategies to help the students to solve their listening difficulties. As well as the lecturer knows their students' difficulties, students as subject have important role in developing their listening. Students successful in listening depend on how they can know and solve their difficulties. If the students know the problems influence their listening, it would be easy to find the solution. They will study hard in order to improve their listening.

Furthermore, analyzing students' difficulties toward listening comprehension helped the students in listening test as well as TOEFL test. Many language learners found difficulties in listening TOEFL especially the students who completed their degree. For example, the students in English Education Department of State Islamic University of Alauddin Makassar, they were required TOEFL test which includes listening comprehension before

getting their degree. Meanwhile, they encountered many problems in doing their listening comprehension of the test.

There were some difficulties faced by the student such as the lack of vocabulary, understanding structure, unable to comprehend natural spoken, lose confidence, maintaining concentration, bad recording. As Hamouda (2013) stated that factors causing students listening comprehension problem are categorized into different sources including problems related to the listening text, listening problems related to task and activities, listeners problems related to the listener and teacher's methodology. Thus, it was the way to find out the students' difficulties from three main areas: listener factors, listening material and physical setting. Also, it became guidance for the teacher to overcome listening comprehension. Hence, coming up a study entitled *"Analyzing Students' Difficulties toward Listening Comprehension of English Education Department of Tarbiyah and Teaching Faculty at UIN Alauddin Makassar"*.

B. Research Problem

Through the background illustrated formerly, the problem statement which could be formulated is what are the students' difficulties toward listening comprehension of English Education Department of Tarbiyah and Teaching Faculty at UIN Alauddin Makassar?

The questions of the research were:

1. What problems encountered by students of English Education Department academic year 2016/2017 in listening comprehension?

C. Research Objective

Through the research problem proposed formerly, the aim of the research was: finding out kinds of listening comprehension difficulties encountered by students of English Education Department at UIN Alauddin Makassar?

The aim of the research covered research objectives were:

1. To find out problems encountered by students' of English Education Department academic year 2016/2017 in listening comprehension.

D. Research Significance

The result of the research was really expected to give benefit to the reader. Hopefully, points out the difficulties encountered by the students extend awareness to the teachers and the learners that findings student difficulties gave contribute in teaching and learning listening comprehension. Furthermore, hopefully this research would be useful for other researchers who interested in classroom research to use the findings. Also, it was become guideline who wants to conduct the further research about difficulties in listening comprehension. Accordingly, some significances of the research related to listening comprehension as follows:

1. Theoretical Significance

The result of this research was really expected to give contribute and to give some informative inputs in teaching listening comprehension as a foreign language. Dealing with the theory, this research enriched theories on teaching listening comprehension. Learners who understand the process of listening and believe they have the ability to reach their goals. It made them easily to handle

their listening. Also, the teachers who know the students' difficulty make them easily to find better strategy. Above all, it would motivate the lecturer to teach listening comprehension.

2. Practical Significance

It includes two main focuses that gave positive results and some benefits from knowing the students' difficulties toward listening comprehension. They were the lecturers and the students.

a. Significance for the students

Awareness of the factors that influenced their difficulties was hopefully the students will study hard to improve their listening and practice their listening in order to become better listeners. Thus, they will be easy to understand what they hear during listening comprehension in the class.

b. Significance for the teachers

Hopefully, this research would help the lecturers to guide their students in listening comprehension because the lecturers know what the difficulties faced by the students. Then, the teacher could handle their students easily and achieve the goals of learning effectively. It was also hoped that findings about students' difficulties provide English teacher with some guideline for material evaluation and selection.

E. Research scope

This research held to find out the problems encountered by the students in listening comprehension. All of the problems consisted of three factors that influenced students in their listening. They were listening material, listener, physical setting. The research focused on listening comprehension that consists of listening dialog and monolog by using audio cassette. The study conducted in university level. The participants selected from English Education Department in second semester of UIN Alauddin Makassar.

F. Operational Definition of Term

To avoid misinterpretation of terms, this research classified the terms of the research were:

1. Student difficulty is the condition that affects students' achievement. It was something directly related to their cognitive that might interrupt the students to comprehend and answer the questions.
2. Listening comprehension is regarded as a complex, interactive in process in which listen to the dialog and monolog from audio cassette then answer the question what they listen.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with some previous related findings, some pertinent ideas, and theoretical framework of the research.

A. Previous Related Research Findings

In previous research, listening is a complex and active mental process that involves perception, attention, cognition, and memory. During the process of listening, various factors might affect learners. Thus, some findings of related research are presented in section as follows:

Hamouda (2013) found in his research entitled *An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom*. This research use quantitative and qualitative methods of data collection. This study was carried out with the participation of 60 first-year student majoring in English language and translation at Qassim University. Their ages range from 20 to 22 years old. Listening comprehension seems to be the weakest skill and students encounter various kinds of listening problems. Data was gathered by means of questionnaires and interview. The research found that accent, pronunciation, speech of speech, insufficient vocabulary, different accent of speaker, lack of concentration, anxiety, and bad quality of recording were the major listening comprehension problems encountered by EFL Saudi learners.

Abidin (2013) in his research entitled *English Listening Comprehension Problems of Students from China Learning English in Malaysia*. The research used a qualitative method to collect data from three Chinese students taking English Listening Comprehension (ELC) in University Science Malaysian (USM). This study is a research report related to the problems encountered by China's students in ELC learning. The interview was conducted to investigate students' perspective through the main question concerning the problems of the Chinese students in their ELC self-learning process, in three steps, which include the pre-listening, while listening and post-listening. Findings from this study indicate that the main problem faced by the Chinese students is the lack of prior knowledge in English vocabulary, and this inhibits their understanding in the listening process. Moreover, the differences in the accent of the native speakers prohibit the proper understanding of the listening content, the short span of concentration, and the learning habits of Chinese students were discussed as the problems of the ELC learning.

Anadapong (2011) mentioned in his research entitled *A Study of English Listening Problems and Listening Proficiency of Business At Bangkok University*. This study was conducted with thirty of Business student at Bangkok University with the aim investigating their English listening problem and listening proficiency. Questionnaire, IELTS test, and Interview were used in this study as tools to collect data. As a result, the data was analyzed by using SPSS. The result of the study revealed that students that main reason caused listening problem for the students is the listening text. However, the factors that

mostly caused listening problems were lack of practicing listening skill and lack of exposure to different kinds of listening materials.

Yousif (2006) mentioned in his research entitled *Listening Comprehension Difficulties as Perceived*. The study investigated lecture comprehension problems of first year students listening to lectures in a FL subject matter classroom. Data was collected regarding the lecture comprehension difficulties of these students by means of a short open-ended questionnaire and interview. The subjects of the study were 50 first-year students majoring in English in their second semester at Almajmah College of Education. They were admitted to the English department on the merit of acquiring 80% or more on the school certificate examination. The analysis of the data provides an index of linguistic, conceptual, discourse, acoustic, environmental and psychological variables that hinder effective comprehension. The results of the study have implications for both EFL teachers and subject matter lecturers in the particular setting in which it was conducted as well as in similar FL tertiary levels. They discussed several obstacles that impact comprehension. These are divided into three main areas: listener factors, speaker factors and text factors.

Based on the previous research, most the student foreign language faced the difficulties of listening comprehension. There were many problems influence them such as problem related to the listening materials, basic linguistic problems perceived by listeners, the failure to concentrate, the

listener, the speaker, physical setting. While this research will find out the three factors of them are listening material, listener, physical setting.

B. Some Pertinent Ideas

Listening is a complex active mental process that involves perception, attention, cognition, and memory. During the process of listening comprehension, various factors might affect learners listening ability. It was the way to find out the students' difficulties. Hence, some pertinent ideas related to the research as follows:

1. Students Difficulty

According to Cambridge dictionary student is a person who is learning at college or university. Then, In British English Student is usually someone who studying or training at university or college. A student is a learner who enrolled in an educational institution. Meanwhile, difficulty is unable to do something because do not have necessary skill or knowledge. Thus, students difficulty is something that interrupt a person who enroll in the educational institution because do not have skill or knowledge to do it.

2. Listening Comprehension

Listening as Howat and dakin in Hien (2015) defined the ability to identify and to understand what other are saying. The aim of listening comprehension to comprehend what the people said in English. As Chastain (1971) in Bingol stated the aim of listening comprehension is understand the native conversation at normal rate in a spontaneous condition. This involves understanding a speaker accent and pronunciation, his grammar and his

vocabulary and grasping his meaning. Helgesen and Brown (2007) Listeners are actively paying attention and working on understanding and interpreting what they hear. Listening is the process based instruction. It was called as metacognition.

Based on the theory metacognition that was known widely acknowledge to be an indispensable part of human learning. Goh, C (2010) stated Metacognition is often defined as awareness about one's process. By metacognitive in instruction in listening can enable learners to increase their awareness about the listening process and at the same time develop effective skills for self-appraising and self-regulation listening comprehension.

Steinberg (2007) in Bingol mentioned listening process as "the ability of one individual perceiving another via sense, aural organs, assigning a meaning to the message and comprehending it. Listening include some features. The most important features can be defined as: coping with the sounds, understanding intonation and stress, coping with redundancy and noise, predicting, understanding colloquial vocabulary, fatigue, understanding different accents, using visual and enviromental clues. Planning, exercises, listening materials, task and visual materials should be taken into consideration. The teacher should produce a suitable discourse while using recordings. A preset purpose, ongoing learner response, motivation, success, simplicity, and feedback should be the things considered while preparing the listening comprehension. That is the way listening is a complex process. According to Buck (1978) Listening comprehension is a process, a very

complex process, and if they want to measure it, we must first understand how that process works. Thus, listening comprehension is a complex process to identify and to understand dialog and monolog what the speaker said which used audio cassette or watched VCD in English.

3. Listening Problems

Listening difficulties is internal and external characteristic that interrupt text understanding directly related to cognitive. Hamouda (2013) stated that factors causing students listening comprehension problem were categorized into different sources including problems related to the listening text, listening problems related to task and activities, listeners problems related to the listeners and lecture's methodology.

The difficulties that faced by the student would interrupt during the process listening comprehension especially those who learn English as foreign language in non-native setting. According to Lindsay, a major problem students have, in contrast to students studying English is that they have little or no experience in 'real' listening to fall back on, no memory of past learning or social experiences. The facts that they lived in non-English speaking country were major factor to their listening problems.

Goh, C (2010) Listener awareness while doing her task needed. With respect to listening, learners who understand the processes of listening and believe they had ability to reach their goals would be more willing to handle challenging listening task and set demanding their goal for their listening.

C. Theoretical Framework

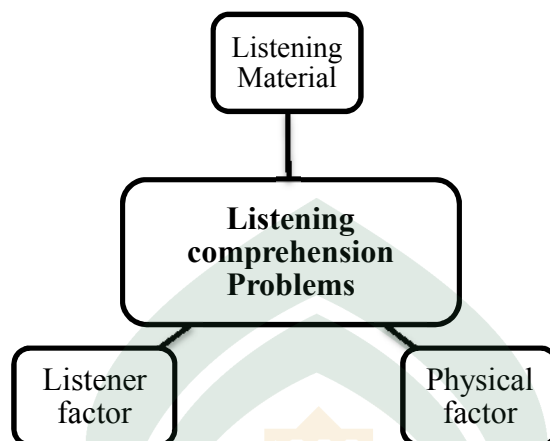


Figure 1

Foreign learners have significant problems in listening comprehension because of the fact that schools pay more attention to structure, writing, reading and vocabulary. Theoretical explanations of listening comprehension provided three factors which learners faced when they listen to a spoken text were listening material, listener factors, speaker factors and physical setting. All of the problems for each factors need to be identified in order to find students' difficulties.

The more students listen, the more language they acquire, and the better they get at listening activities in general. Whether they chose passages from textbooks, recording of simplified reader, listening material designed for their level, or recordings of radio programs which they were capable of following, the effect would be the same. So, the students have problems to do it. The lecturer role was finding out their students difficulties. According to Harmer (2006) mentioned provided the input is comprehensible the will gradually

acquire more words or greater schematic knowledge which will, in turn, resolve many of the language difficulties they started out with.

These insights cannot, however, account for exhaustive explanation of these problems. As Vogely in Hamouda (2013) stated, it still need research that documents empirically the relationship between what theory said and what learners actually knew and more important do. To locate the sources of listening comprehension, we need to consider the discourse itself in the context of the classroom.

Although a number of studies have been conducted concerning students' listening comprehension problems. While this research focus on the difficulties faced by students. As the results, this research attempted to investigate the student's difficulties in listening comprehension at English Education Department of Tarbiyah and Teaching Faculty at UIN Alauddin Makassar.

CHAPTER III

RESEARCH METHOD

This chapter deals with research design, population of sample, instrument of the research, procedure of collecting data, and technique of data analysis.

A. Research Design

The research of analyzing students' difficulties toward listening comprehension used descriptive design with qualitative approach.

Descriptive method is a research model that used to know deeply about one object. It was intended to investigate the circumstances, conditions, or other things which have been mentioned, the results are presented in the form of research reports. As Sugiyono (2013) mentioned descriptive research is a research which is describe the phenomenon, symptom, condition which use qualitative or quantitative. Descriptive research is research simple, compared with other studies, because in this study the researchers did not do anything to the object or area being studied. The term in the study, researchers did not change, add, or hold a manipulation of the object or area of research. According to Arikunto (2013) researchers only photographed what happens to an object or region under study, then, describes what happens in the form of a research report in a straight forward, as it is.

Qualitative research means for exploring and understanding the meaning of individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures. Data typically collected

in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning and the importance of rendering the complexity of a situation (Creswell, 2007).

Based on the statement above, the research was described with qualitative approach. Descriptive method were chosen, which involve collecting data in order to answer the research questions formulated in problem statement. As descriptive study, it was elicit the listening problems faced by the students in analyzing students' difficulties in listening comprehension.

B. Population and Sample

1. Population

The population of this research was the Second Semester Students of English Education Department of UIN Alauddin Makassar Academic Year 2016/2017. The total number of population were 82 students which consist of two classes. Every class consists of two groups: PBI 1-2 in one class, PBI 3-4 in one class.

2. Sample

Subject of this research were selected by use purposive sampling technique. The second semester students of the 2016/2017 year of English Education Department group 3 and 4 which consists 38 students were subject of this research. The subject were selected because they learn about listening

comprehension consists dialog and monolog. Also, they learn listening comprehension used audio cassette in English laboratory.

C. Research Instrument

This research conducted by using three instruments to collect the data; observation, questionnaire and interview. The first, observation adapted from Hamouda (2013) that consisted of three aspects. The second questionnaire adapted from Hamouda (2013) that consists of three sections. The third, interview adapted from Hamouda (2013) as supporting of questionnaire about students difficulties.

1. Observation

Observation was used to know how students real condition during listening comprehension. It consisted of three aspects listening material, listener factor, physical setting. First aspect consisted of six indicators with condition yes or no. Second aspect consisted of six indicators with condition yes or no. third aspect consisted of five indicators with condition yes or no. Each of indicators have note.

2. Questionnaire

The questionnaire used to identify the difficulty faced by the student while listening. It consists of three sections. First section asked about listening material consists of 10 questions, second section two about the listener consists of 15 questions, and the third section was speaker and physical setting consists of 10 questions.

3. Interview

Interview chose to know deeply about students' difficulties in listening comprehension. It was consists of 5 questions about three factors that influence students' difficulties are listener factors, speaker factors, and physical setting.

D. Procedure of Collecting Data

1. Observation

The observation was used to confirm students' answer about questionnaire. The researcher came to the class during listening comprehension to know students' condition.

2. Questionnaire

The questionnaire was distributed to know the students' difficulties. It is consists of some stages; *first stage*, researcher came to the class while teaching listening process. *Second stage*, after finishing students' listening comprehension, the students was distributed questionnaire that includes some questions about students' difficulties. *Then*, the researcher explained how to answer it. *The last stage*, the students answered the questionnaire and submitted it.

3. Interview

There were some stages that held in interview process; *First stage*, the researcher chose 7 students to be interviewee. It held to know deeply students' difficulties. *Second stage*, after chose the students, asked some questions to them one by one and recorded their answer. *The last stage*, all of the result questionnaire and interview were analyzed.

E. Data Analysis Technique

This research utilized the qualitative data. As Miles and Huberman (1994:4) stated that the qualitative data consist of four concurrent flows of the activity: data collection, data reduction, data display, drawing and conclusions.

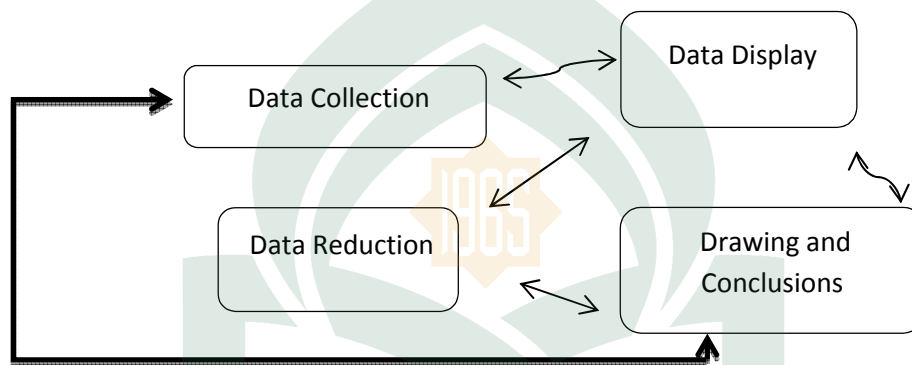


Figure 2

First phase was data collections, all data were submitted according to data collection procedure. It became basis to analyze in the next phase.

Second phase, data reduction occurs continually throughout the analysis. It was not something separate from the analyses. The process of selecting were, focusing, simplifying, abstracting, and transforming the 'raw' of data that appear in written-up field notes. Data reduction occurs continuously throughout the life of any qualitatively oriented project.

Third phase data display, display are used at all of phase. Data will be organized and summarized to help draw conclusions. Then show what stage the analysis has reached.

The last phase drawing and verifying conclusions, after reduction and display, the data would be drawn from the beginning of data collection, the qualitative analyst is beginning to decide what things mean, is noting regularities, patterns, explanations, possible configurations, causal flows, and propositions. Final conclusions may not appear until data collection is over.



CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter discusses two sections, namely findings and discussions. The findings of the research deal with result of data analysis about the students' difficulties toward listening comprehension. Factor causing students listening comprehension problem are listening material, listener factor, and physical setting. The discussion covers interpretation of the findings and further information was given.

A. Findings

The findings of the research based on the results of the data analysis. The data analysis consisted of three sections; the data analysis of questionnaire interview, and observation. It was held to answer the research question, what problems encountered by students of English Education Department academic year 2016/2017 in listening comprehension?

1. The Analysis of the Data Collected from Questionnaire

a. Listening Problems Related to the Content of The Listening Text

The materials became the main source of listening comprehension problems. They were unfamiliar words, difficult grammatical structure, limited vocabulary, long spoken text. To know the results of students' difficulties in listening material, the researcher used the following table which consisted of the students' answer of the question.

Table 1

No	Questions	Answer (Yes)	Answer (No)
1.	Do you understand listening text in which there are too many unfamiliar words including jargons and idioms?	22	15
2.	Does listening comprehension have complex grammatical structures?	26	11
3.	Do you find difficult to understand every single word of incoming speech?	25	12
4.	When spoken text too long, does interfere your listening comprehension?	30	7
5.	Do you find difficult to interpret the meaning of a long spoken text?	27	10
6.	Do you feel fatigue and distracted when you listening a long spoken text?	25	12
7.	Do you find difficult to understand listening text when the topic is unfamiliar?	27	10
8.	Do you find difficult to understand reduced form?	28	9
9.	Do you find difficult to understand long conversation?	26	11

10.	Do you use your own personal experience and background knowledge of the topic to understand the spoken text?	25	12
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1) Problems pertinent to unfamiliar word

The first question were asked to know unfamiliar word including jargon and idioms, interfered the learners' listening comprehension. There were 22 from 37 student have responded that unfamiliar words including jargon and idioms interfered with their listening comprehension. It means that vocabulary is a big obstacle to most students in listening comprehension. The students did not know what are the different of jargon and idioms. Their practice in listening too limited because they learning listening only in the laboratory when they learn about listening comprehension. It became their problems pertinent to unfamiliar word.

2) Problem pertinent to poor grammar

The second question was asked to know whether complex grammatical structures interfered with the learner's listening comprehension. There are 26 from 37 students have responded that difficult grammatical structures interfered their listening comprehension. The student's answer point out difficult grammatical structures caused much trouble to students. It means that know about the structural component of the text most important in listening comprehension. Some students found difficulties because they poor of grammar so their ability to listen complex sentence too bad. Understand complex sentence spend much time also.

3) Problem pertinent to understand every single word in the text

Based on the respondents' answer about the difficulties to understand every single word in the speech, there were 25 students said yes and only 12 students said no. The students cannot answer the question from the speaker because they try to understand every single word. Actually, it is unnecessary and impossible because when they are trying hard to get every individual word can waste their time to answer and make them loss focus.

4) Problem pertinent length of spoken text

Both vocabulary and the difficulty of grammatical structures, the length of the spoken text was one of main reasons why the student difficult to understand most of the talk. Based on the 37 respondents, there were only 7 students answered No this question. This result clearly shows that the length spoken text can be one major factor interfere the learners' listening comprehension because it distracted their concentration. Long spoken text bore the student also. Therefore, it is possible to infer that long spoken text interfere learners' listening comprehension.

5) Problem pertinent to interpret the meaning of spoken text

Long spoken text was one factor distract concentration of the student during listening comprehension. It is also make the student difficult to interpret what the speaker said. The result of 37 students show that, there were 27 students answer yes and 10 students answer no. Thus, know about interpret the meaning of the spoken text very important in listening comprehension. The

students' found difficult to interpret meaning of spoken text because they limited English vocabulary and there were many unfamiliar topic

6) Problem pertinent fatigue when listen long spoken text

Foreign language learners felt fatigue and distracted when they listen a long spoken text because they tried to understand unfamiliar sounds. The results from 25 respondents had answered yes and 12 students answered no. Thus, felt fatigue distract students' attention from interpret the meaning of the text and made them loss concentration. Listening long spoken text make the listener felt tired because they tried to understand the unfamiliar sounds, lexis, and syntax for long stretches of time. The learners' might miss the text also when there was a lapse in concentration.

7) Problem pertinent to unfamiliar topic

From the results of questionnaire, unfamiliar topic is one of students' difficulties in listening comprehension. There were 27 students have responded yes. The table 1 indicates that many students find difficult in listening when the topic is unfamiliar. It means that the student construct their understanding basis on their experience. Sometimes there were dialog and talks about different topic such as economy, so many students do not know any of the words related to economy. The problems may affect them because they lack of read about that. They had to increase their lexical knowledge by reading and listening.

8) Problem pertinent to use reduced form

Reduced forms are an important thing listening comprehension, but all students did not understand about that. It can be known from the result of the

questionnaire. From 37 students, there were 28 students answered yes and only 9 answered no. Many students answered yes because they poor about grammar structure. It shows the students need to improve their learning about reduced form in order to make them easy to answer the question in listening comprehension.

9) Problem pertinent long conversation

Long conversation is one of students' difficulties to get meaning in listening comprehension. Even if it hard to understand it, also have difficult grammatical. From the questionnaire shows that only 11 students have responded no in this section. It means that long conversation is students' difficulties in listening comprehension.

10) Problem pertinent basic background knowledge

Background knowledge is an important thing that can influence students' listening comprehension. Even if they have mastered of the skill, lack of background knowledge can cause reduced their listening comprehension. The result of questionnaire shows that from 37 respondents there are 25 students answer yes. They students who answer yes lack of knowledge about that. It shows that background knowledge is very important thing to get meaning of the listening text.

b. Listening Problems Related to the Listener

Students' difficulties in listening not only from the material of the listening but also lack of English language skill from the listeners. Understanding listening also need concentration, when the students feel

nervous or anxious they cannot concentration. The problems included in listener factor were fear before doing listening, feel worried, their attention, difficult to recognize signal, lose focus, encountering unknown word, lose concentration, listening without transcript. To make it clear, researcher show in the table as follows:

Table 2

No	Questions	Answer (Yes)	Answer (No)
1.	Before doing listening comprehension, Do you fear you cannot understand what you will hear?	23	14
2.	Do you feel worried if you don't understand spoken text?	33	4
3.	Do you find the pronunciation familiar but you cannot recognize the word?	37	0
4.	Do you pay attention with intonation of the speakers?	34	3
5.	Do you find difficult to recognize the signals which indicate that the speaker is moving from one point to another?	32	5
6.	Do you lose focus when got an expected answer in your mind?	29	8
7.	When encountering an unknown word, I stop listening and think about the meaning of the word?	20	17

8.	Do you difficult to infer the meaning unknown word while listening?	24	13
9.	When you search answer and listen dialogue at the same time, do you unable to concentrate?	13	24
10.	Do you lose concentration when you think the meaning of new words?	24	13
11.	Do you find difficult to recognize the word that you know because the way speaker pronounced?	33	4
12.	Do you difficult to predict what would come next?	26	11
13.	Do you difficult to quickly remember word or phrase you have just heard?	24	13
14.	Do you difficult to answer question which require other than short answer?	27	10
15.	Do you find difficult when listening without transcript?	29	9

1) Problem pertinent to inability of understanding listening

Before doing listening comprehension tasks, there were 23 students have responded they fear that they cannot understand what they will hear. Lack of confidence the students before doing listening comprehension because they have no much knowledge and lack of practice in listening. They were shy with her friends also when they don't understand something. It is the lecturer's job to arouse the students' interest, help them gain confidence and make sure that

they can achieve success in listening with the limited amount of English. It means that the lecturer have to find good strategy to make the class enjoyable and relaxing.

2) Problem pertinent to anxiety

Based on the questionnaire, there were 33 students have responded that they feel worried if they don't understand spoken text. The students panic when they fail to understand spoken text because they fear to get lower score in listening. These figures point out this factor creates psychological problems of the learners. The lecturer had to motivate them in order to make them feel relax during listening.

3) Problem pertinent to the unclear pronunciation

All of the students from 37 peoples have responded that they difficult in listening because unclear pronunciation. They recognized the words in written text but they couldn't understand what they hear. It means that unclear pronunciation of some speaker is also considered as a source of listening problem. Many students' said they were not successful since it was impossible for them to know what the speaker said because they lack of pronunciation ability. They need to practice the words with pronunciation clearly.

4) Problem pertinent intonation of the speaker

To know what the speaker said the student must paying attention the intonation of the speaker. But in reality, many students do not paying attention of the speaker. The result from 37 students, there were 3 students paying attention to the speaker. It become a big problem for non native language

because intonation very important to comprehension. Many students said that it was not important to understand what the speaker said.

5) Problem pertaining to use signal words

Signal words help the listener to grasp the thread of thought in the material. The listener can predict what may come next by using signal word. The result of the questionnaire shows that the student difficulties to recognize signal word. From 37 students, there were 32 students said it. The students lack of knowledge about the function of signal words. They fail to recognize the signal which indicated that the speaker was moving from one point to another, giving an example, or repeating a point. It means that the lecturer and the students have to pay attention about that.

6) Problem pertinent to lose focus when get an expected answer

From the table, there were 29 students from 37 respondents lose focus when get an expected answer in their mind. This problem will interrupt their listening because they can unable to concentrate and miss their listening. When they understand what the speaker said, they try to looking for the answer. They spend much time to choose the correct answer. Finally, they miss next question.

7) Problems pertinent to the use of unknown words

When encountering an unknown word, many students stop listening and think about the meaning of new word. There were 20 students said yes and 17 students answered no. This problem interrupting their listening and make them miss some information in listening. There were so many unfamiliar words in

listening comprehension. When they listening long conversation and talk, they try to understand all of the speakers said to get the correct answer, then when they got an unknown words they focus to find the meaning that words.

8) Problem pertinent to infer meaning

All of the listener have a problem to infer meaning in listening comprehension. Based on the questionnaire, there were 24 students have responded said that they difficult to infer meaning while listening. The students did not know how to infer meaning because they have no much knowledge about listening and they limited English vocabulary. The students have to know how to infer meaning because understanding spoken language is essentially an inferential process based on perception.

9) Problem pertinent unable to concentrate when answer and listen at the same time

From the table, there were only 13 students said yes and 24 said no. It means that a few student find difficulties to concentrate when answer and listen at the same time. It was because limited time of English Listening comprehension test. They did not have time to think what the correct answer. It shows that the students were not able to concentrate because they search the answer, at the same time, listen to the dialogue.

10) Problem pertinent to hear new words

Based on the table, there were 24 students have responded the students lose concentration when they hear new words in listening. They lose their concentration because they think too much to find a better answer. It shows

that the students need good strategy so that they will be able keep concentration. They often tried to catch everything they heard, they felt panic when they failed to recognize a word or a structure.

11) Problems pertinent to recognize the word

Based on the table, there were 33 said yes and only 4 said no. Almost all students have responded that they unable to recognize the word because the way speaker pronounce. The word were pronounced differently from it was learn. At this point, the listener may not recognize it as the same words or may even miss its existence completely. The different culture may be influence this problem.

12) Problem pertinent to predict what would come next

As can be seen from the table, there were 26 students answered yes and there were 11 answered no. It shows that the students find difficult to predict what would come next. The students who encountered this problem will interfere their listening.

13) Problem pertinent to memory

The table shows that there were 24 students said yes and 13 said no. It means that the student find difficult to quickly remember about word that they have just heard. When they forget what they heard, they will spend too much time on translating and they cannot know which answer is correct. It shows that remembering of what just hear in listening very important thing.

14) Problem pertinent to question

As can be seen from the table, there were 27 students said yes and 10 said No. it shows that the students found difficult to answer the question which required other than short answer. It because longer answers spend much time to translating and if there was many unfamiliar words. From this result, it is possible to infer many students find it difficult to answer which require longer answer.

15) Problem Pertinent Lack of Transcripts

The table shows that the majority of the students have responded they found difficult when listening English without transcript. From 37 students, there were 28 said Yes and only 9 said No. The students answered yes, because they limited English vocabulary and limited knowledge about English. The lack of practice without transcript also make difficult to do it. It means that the transcript make them easy to check they have listened on the tape. Thus, they need to practice more and more listening without transcript because in listening test like TOEFL test need comprehend without transcript.

c. Listening Problem Related to Physical Setting.

Not only the difficulties come from the message, listener, but also come from environment the students it called physical setting. Noise and poor quality CD player disturb students in listening comprehension. Problems related to the physical setting can be seen in the table below:

Table 3

No	Questions	Answer (Yes)	Answer (No)
1.	Do you lose concentration if the recording a poor quality?	29	8
2.	Do you find difficult to understand the natural speech which is full of hesitation and pauses?	32	5
3.	Do you find difficult to understand the meaning of the spoken without seeing the speaker's body language	19	18
4.	Do find difficult to understand well when the speaker in a variety accents?	32	5
5.	Do you find difficult to understand when the speaker speaks too fast?	33	4
6.	Do you find difficult to understand when the speaker does not pause long enough?	31	6
7.	Do you find difficult if unable to get repeated?	29	8
8.	Do you find difficult to concentrate if noises around?	29	8
9.	When unclear resulting from a poor quality CD player. Does interfere your listening?	22	15
10.	If unclear sounds resulting from poor equipment, does interfere your listening comprehension?	27	10

1) Problem pertinent lose concentration because poor quality of recording

The result of the questionnaire that can be seen on the table, there were 29 students said Yes and 8 students said No. Many students have answered that poor quality of recording interfere their listening comprehension because they lose concentration. They cannot focus what the speaker said.

2) Problem pertinent of hesitation and pause

The table shows that, 32 students said yes and 5 students said No. It means that many students have responded that they found difficult to understand the listening text which is full hesitation and pauses. It was because hesitation and pause will make them difficult to interpret meaning what the speaker said.

3) Problem pertinent of lack visual support

The table indicates that, there were 19 students said yes and 18 students said no. It shows that some students found difficult to understand spoken text without seeing the speaker's body language. When they see speaker body language, they will be easy to interpret the meaning of the speaker said. This deprives them of some contextual clues which make the message easily understood as they cannot see the speaker' face and gestures. Moreover, they have the added difficulty of remembering the setting and the individual speaker are not seen.

4) Problems pertinent to variety of accents

As can be seen from the table 3, there were 32 students said yes and 5 students said no. It indicates that many students difficult to understand spoken

text because variety accents of the speaker. The students felt confused with British English and American English because the pronunciation and intonation are quite different. It shows that the students had to learn not only English language but also variations of it.

5) Problem pertinent speed of delivery

Speaker speak too fast is factor that interfere the students' comprehension in listening. The table indicates that there were 33 students said yes and 4 students said no. Many students point out that when the speaker speak too fast, it is difficult for them to understand what is being said, even if the words are familiar for them. Native speaker speak too fast make the students sometimes hear all the words as a single unit. At this point, difficulty with speed delivery because unfamiliarity with listening to native speaker. The students need to practice their listening by listen native speaker.

6) Problem pertinent lack of pauses

Lack of pauses is also considered as source of listening problems. Result shows that there were 31 students said yes and 6 students said no. Many students found difficult to understand the listening text when the speaker does not pause long enough.

7) Problem pertinent inability to get repeated

According to the students' responses, the problem that interfere their listening comprehension was inability to get repeated. Nearly 30 of 37 students find difficult to understand the spoken text if they are unable to get repeated. When they get repeated their listening will make easy to complete idea in

listening but the fact that the listener cannot make the speaker repeat what they have just said. In listening comprehension test there are only once to listen one question, decision to replay the recording not in the hands of listeners. Accordingly, the students need to practice more and more listening TOEFL test without replay the recording.

8) Problem pertinent noise around

Noise around listening test is an obstacle to comprehension. Table indicates that there were 29 students said yes and 8 students said no. When noise in the room and the poor preparation of lab, will make the students cannot concentration on listening to the recording material. It is sure that noises around will not have good result in listening.

9) Problem pertinent poor quality tapes or disks

Another problem connected with listening was poor quality of the tapes. The table indicates that there were 22 students said yes and 15 students said No. Majority students have responded that the difficulties that they faced in listening comprehension because poor quality tapes or disks. Poor quality of tape will make sounds of the speaker is not clear and make us lose concentration.

10) Problem pertinent poor equipment

Table 3 also shows that, there were 27 students said yes and 10 said no. It means that not only poor-quality of the tapes disturbed listening comprehension but also unclear sounds resulting from poor quality equipment.

2. The result of interview

The interview was carried out with 7 volunteer students as discussed in research methodology. These interview due to know deeply about students' difficulties in listening comprehension. The questions from interview generally were taken from questionnaire. There are five question to know about students difficulties, the first question was: "What problems that affect your listening comprehension as the listener?", the second question was "What are the difficulties in listening material?", the third question was "What are the difficulties in listening material?", the fourth question was "What make you lose concentration during listening comprehension test?", the last question was "Have you ever used own personal experience or background knowledge to answer the question in listening? Why?" All of the questions in interview used English because the volunteer students from English education department but when they were asked to respond in English, they felt shy. So, they were allowed to use Indonesia.

a. Problems Affect Listening Comprehension

First question were asked to know the problems affect students listening comprehension as the listeners. The result showed all of the interviewee have various answer, they were:

"The problems affect my listening comprehension are the audio speak to fast and sometimes there is so many unfamiliar word that spend my time to answer the question from the speaker" (interviewee 01)

“The problems affect my listening was talk in listening so long and the material difficult to understand” (interviewee 02)

“The problems affect my listening are unclear pronunciation and structure grammar make difficult to understand the word and lack of vocabulary. (Interviewee 03)

“The problems that may affect listening comprehension are poor knowledge grammar and the speaker spoke too fast. (Interviewee 04)

“The problems that may affect listening comprehension are lack of vocabulary, poor grammar and at the first audio the speaker speak too fast make me difficult to understand what the speaker said.” (Interviewee 05)

“The problems affect my listening comprehension may be because limited vocabulary, unclear pronunciation, and variety accent of the speaker.” (Interviewee 06)

“The problems may be affect my listening because pronunciation too fast, poor grammar and use variety accents.” (Interviewee 07)

The comments above showed that almost all students found difficult in listening comprehension because they poor knowledge of grammar and lack of vocabulary. The other problems are the length of content material, speaker spoke too fast, and unclear pronunciation.

b. Problems toward Listening Material

The second questions were asked to know what make them difficult in content material of listening comprehension. The students' respond about the difficulties of the listening process as indicated by the following:

“The difficulties in listening material are there are so many unfamiliar word and unfamiliar topic and also grammar structure. (Interviewee 01)

“In my opinion the difficulties in material are the speaker use various accents and unfamiliar about the topic make me difficult to recognize it.”(Interviewee 02)

“ The difficulties in listening material because the talk is too long so make me difficult to understand it besides used various accents, the British accents is very difficult than American accent.” (Interviewee 03)

“The difficulties in material may be because I try to understand unfamiliar word and difficult to understand many words because unfamiliar about the topic.” (Interviewee 04)

“The material consisted of long conversation make me difficult to understood what the speaker said because so many unfamiliar words.” (Interviewee 05)

“The difficulties in material because long conversation and topic unfamiliar.” (Interviewee 06)

“The difficulties in listening material may be because long conversation.” (Interviewee 07)

The result of the second question showed, all of participants responded that the difficulties in content material are unfamiliar topic and long conversation of listening. There were only two students' said the difficulties in listening material are variety accents and grammar rules of the sentence.

c. Problems to Answer the Question during Listening

The third questions were asked to know the problems encountered by students to answer the question during listening. There were some good comments given by the students:

“Long conversation and poor grammar knowledge and also lack of vocabulary make me difficult to answer the questions.”(Interviewee 01)

“Lack of vocabulary and poor grammar knowledge are factor make me difficult to answer the questions.” (Interviewee 02)

“The difficulties to answer the question when I forget what the meaning of word that I have known then I focus to find it so I cannot answer the next questions.” (Interviewee 03)

“Lose focus make me difficult to answer the question.”(Interviewee 04)

“The difficulties to answer the questions may be because the speaker used variety accents.” (Interviewee 05)

“Use variety accents and speaker too fast make me difficult to understand what the speaker said and difficult to answer the question.” (Interviewee 06)

“The problems that make me difficult to answer the question because lose focus when think answer in my mind.” (Interviewee 07)

It can be drawn from results above that there were some problems the students cannot answer the question from the tapes. Among these, difficult to catch meaning because lack of vocabulary and poor grammar knowledge, they also lose concentration because focus to know unknown words. Consequently,

they missed what the speaker said in the next question and so on, so they felt panic and make them difficult to answer the question.

d. Problems Lose Concentration during Listening

The fourth questions were asked to know what problems that make students lose concentration during listening comprehension. The students have various answers as following below:

“I lose concentration because noise in room and my friend disturb me.”
(Interviewee 01)

“If I cannot understand something from the conversation make me lose concentration. (Interviewee 02)

“I lose concentration if there is someone told to me and my friends disturb me.”(Interviewee 03)

“I cannot concentrate when my friend disturb me.” (Interviewee 04)

“I lose concentration may be because when I write the answer suddenly my friend asked me about what the speaker said. (Interviewee 05)

“I lose concentration during listening because there is someone asked me.” (Interviewee 06)

“Noise in laboratory disturbed my listening and made me lose concentration.” (Interviewee 07)

The students' answer showed that average of them said the problems make them lose concentration is noise in laboratory. The others problem is if the students cannot understand what the speaker said, this interrupts their

heard. It means that failure concentrate will make them missing what the speaker said.

e. Problems Used Personal Experience

The fifth questions were asked to know did the students use own personal experience to answer the question from the speaker. This was clear the comment of the interviewed students:

“Of course because when I do not understand clearly, I use my personal experience to complete the sentence then I can answer the question.”(Interviewee 01)

“Yes because when I cannot get the meaning what the speaker said, I use my personal experience to answer the question.” (Interviewee 02)

“Usually because when I cannot get all of the meaning in the speaker then to complete the sentence I use my personal experience and answer the questions.” (Interviewee 03)

“Yes when I know the meaning what the speaker said then there was word that I do not listen. I used my personal experience to complete it. (Interviewee 04)

“Yes when I got only key words then I use my personal experience to complete it.”(Interviewee 05)

“Yes because to complete the meaning what the speaker said.” (Interviewee 06)

“Yes when I got key words so to complete it, I use my personal knowledge so that I can answer the question.” (Interviewee 07)

The students' respond indicated that that all of the students have used their personal understanding to complete the meaning what the speaker said and to answer the question. It means that prior knowledge is a powerful and very frequently used to catch the meaning of a listening comprehension task.

3. The Result of Observation

Table 4

No	Aspect	Indicator	Condition		Note
			Yes	No	
1	Listening Material	There are many unfamiliar words including jargon and idioms.		✓	
		Listening comprehension have complex grammatical structure.		✓	
		Listening comprehension have unfamiliar topic.	✓		
		Students find difficult to understand long conversation.	✓		
		The students feel fatigue and distracted when listen a long spoken text.	✓		
		The students use own	✓		

		personal experience to answer the question			
2.	Listeners Factor	Before doing listening comprehension tasks, the students fear that they cannot understand what they hear.	✓		
		The students pay attention while listening	✓		
		The students unable to concentrate when search answer and listen the dialogue at the same time.	✓		
		The students lose concentration when think the meaning of new word	✓		
		The student lose concentration because limited time to answer the question	✓		
		The students lose focus to find answer of the talk.	✓		
3.	Physical Setting	The students lose	✓		

		concentration because the recording poor quality			
		The students find difficult to concentrate with noises around	✓		
		The student find difficult to understand the meaning of the which are not pronounced clearly	✓		
		The students find difficult to understand when the speaker speak too fast.	✓		
		The students find difficult to understand because unable to get things repeated	✓		

It showed that students' answered about listening difficulties from three aspects listening material, listener factor, and physical setting have similarity respond.

B. Discussions

This research was aimed at knowing the problems encountered by students of English Education Department academic year of 2016/1017 and

providing some suggestion to the lecturer to help the students to overcome listening comprehension problems. The questionnaire and interview were used as the instrument in this research while the observation sheet was used to confirm students' answered at questionnaire.

From the explanation above, it can be drawn conclusion that listening is a difficult task of students which can be seen from the result of questionnaire, interview, and observation during listening. There some problems from three factors encountering students when they listening. Among these, lack of vocabulary, poor of grammar knowledge, length of spoken text, unfamiliar topic, failure to concentrate, anxiety, lack of interest, variety accents, pronunciation, poor quality tape or disks, inability to apply listening strategy, and inability to concentrate.

Lack vocabulary become a main source of the problems because may be the students lack of practice to listen and to read English literature in order to improve their grammar and vocabulary. Improving students' vocabulary will not complete without know how to pronounce it, because pronunciation is one of the important things in listening comprehension.

Not all problem described above can be overcome. But this does not mean that the lecturer can do nothing about them. The lecturer needs to provide the students with suitable listening material, background and linguistic knowledge, good motivation, effective listening strategies. There are a few ideas to help the lecturers to overcome listening comprehension problems.

1. The teacher should adapting and improving listening material

Because the student have different knowledge and learning styles so that the lecturer should build students' interest by giving better material to become stimulating and motivating to them.

2. Activating students' vocabulary

Hamouda (2013) stated that Activating vocabulary by asking them to guess the meaning of word that used in listening before explaining the meaning to them, since whenever the students are able to relate what they have already known to what they are supposed to listen for, they are likely to listen better and more effectively.

3. Accents

Accents important in listening comprehension so the students' awareness about variety accents from native speaker needed to make it easy in listening comprehension. Give the students variety accent while practice listening in language laboratory.

4. Pronunciation

The lecturers need to help the students to improve their pronunciation by training from native speaker. It will help them to develop listening acquisition and to train students with accurate pronunciation.

5. Building students' knowledge about the topic

As the lecturer needed to provide the students with different topic that always used in listening comprehension test like TOEFL test. The students have to know the background needed to understand the text and it will help

them to focus what listen for. It will help them to predict what they hear and make connection with what they already know.

6. Using slow rate of speech

Speaker speak too fast is one the problem so training students with slow rate of speech at first will help them to know what the speaker said. When the students have understood clearly try to up the rate of audio.

7. Giving some strategy in listening

The important thing is give the students some strategy in listening to make them easy find the answer of the question from the speaker without think too much and spend their time.

8. Anxiety

Motivate students to be positive thinking about their score and support them. Don't think too much just do what you can do.

In addition to what has been mentioned, the way helping learners in listening comprehension as Brown in Hamouda (2013) stated proposed the methodology that combined developing the learners' phonological code and helping them use context to make prediction.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In light of above findings and discussions, this chapter presents conclusions about students difficulties in listening comprehension and provides some suggestions for the lecturer about listening comprehension problem and strategies are found in English learning.

A. Conclusions

The purpose of the study was to find out the problems encountered by students of English Education Department academic year 2016/2017 during listening comprehension. Based on the data analyzes in chapter IV, It can be concluded that:

All of students are unable to comprehend listening text. There are ten problems in students' self learning that were found in analyzing students' difficulties, they were : lack of vocabulary, poor grammar mastery, accent, pronunciation, lack of concentration, speed of speech, anxiety, noisy, inability to apply listening strategy, bad quality of recording. It is correct that the problems in listening comprehension faced by students' not only from the listeners themselves but also from content material and environment of listening comprehension. Hence, the students have to study hard and have more practice to improve their listening comprehension.

B. Suggestions

Based on the result study formerly, listening is one of difficult skill for students as foreign language learners even though they are students in English Education Department. Although students encountered various kinds of problems in listening comprehension, they need to study hard to become better listeners. Because listening is one of the important skills that it provides input for the learners not only in language learning but also in daily communication. Accordingly, the researcher offers the following suggestions:

1. The students as the listeners

The students need to train their listening at home intensively in order to help them overcome their problems about the topic in listening. They need to always listening also various accents by listening to the English songs or watching TV. It will help them to improve their vocabulary automatically. When the learning process, ask the lecturer about clarification the answer of the question and let the lecturer know if you don't understand something. Furthermore don't forget to apply listening strategies which become the main point if you want to success in listening comprehension test. Keep positive thinking of your listening comprehension test.

2. The lecturer of English

English lecturer should prepare their students to know the importance of communication skill and put a good strategy to teach them such as role play, it will train them to ask and answer. The lecturers also need to be aware about students' psychological. Both anxieties, boredom will

interrupt in their learning and it indicates as a barrier in their listening comprehension test. The lecturer also should become more aware of the problems encountered by their students in academic to find a good strategy to teach in order to make the students become a better listener.

3. The reader

In order to get more a representative result, a replication study with a broader population is suggested and giving more attention in using instrument which are used for the students at university. It is also suggested that analyzing the result of the data have to finish after just know you have taken in order to make you fresh remember what you have done while research. Don't forget to take note and photo during research.

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APPENDIX 1
OBSERVATION SHEET

No	Aspect	Indicator	Condition		Note
			Yes	No	
1	Listening Material	There are many unfamiliar words including jargon and idioms.			
		Listening comprehension have complex grammatical structure.			
		Listening comprehension have unfamiliar topic.			
		Students find difficult to understand long conversation.			
		The students feel fatigue and distracted when long spoken texts listened.			
		The students use own personal experience to answer the question			
2.	Listeners Factor	Before doing listening comprehension tasks, the students fear that they cannot understand what they hear.			
		The students pay attention while listening			
		The students unable to concentrate when search			

		answer and listen the dialogue at the same time.			
		The students lose concentration when think the meaning of new word			
		The student lose concentration because limited time to answer the question			
		The students lose focus to find answer of the talk.			
3.	Physical Setting	The students lose concentration because the recording poor quality			
		The students find difficult to concentrate with noises around			
		The student find difficult to understand the meaning of the which are not pronounced clearly			
		The students find difficult to understand when the speaker speak too fast.			
		The students find difficult to understand because unable to get things repeated			

APPENDIX 2

QUESTIONNAIRE

Name :

Department :

Reg. Number :

Date :

(Adapted from Hamouda, 2013)

I. Section I Listening Material

Instruction:		
1. Choose the answer below by encircling “Yes” or “No”!		
2. Choose just one answer according to your idea, you cannot choose more than one answer!		
3. You are free to have a notion, do not worry. Because your score will not be determined by your answer!		
1	Do you understand listening text in which there are too many unfamiliar words including jargons and idioms?	Yes / No
2	Do listening comprehension have complex grammatical structures?	Yes / No
3	Do you find difficult to understand every single word of incoming speech?	Yes / No
4	When spoken text too long, does interfere your listening comprehension?	Yes / No
5	Do you find difficult to interpret the meaning of a long spoken text?	Yes / No
6	Do you feel fatigue and distracted when you listen a long spoken text?	Yes / No
7	Do you find difficult to understand listening text	Yes / No

	when the topic is unfamiliar?	
8	Do you find difficult to understand reduced form?	Yes / No
9	Do you find difficult to understand long conversation?	Yes / No
10	Do you use your own personal experience and background knowledge of the topic to understand the spoken text?	Yes / No

II. Section 2 Listeners' Factor

1	Before doing listening comprehension, Do you fear you cannot understand what you will hear?	Yes / No
2	Do you feel worried if you don't understand spoken text?	Yes / No
3	Do you find the pronunciation familiar but you cannot recognize the word?	Yes / No
4	Do you pay attention with intonation of the speakers?	Yes / No
5	Do you find difficult to recognize the signals which indicate that the speaker is moving from one point to another?	Yes / No
6	Do you lose focus when got an expected answer in your mind?	Yes / No
7	When encountering an unknown word, I stop listening and think about the meaning of the word?	Yes / No
8	Is difficult to infer the meaning unknown word while listening?	Yes / No
9	When you search answer and listen dialogue at the same time, do you unable to concentrate?	Yes / No

10	Do you lose concentration when you think the meaning of new words?	Yes / No
11	Do you find difficult to recognize the word that you know because the way speaker pronounced?	Yes / No
12	Do you difficult to predict what would come next?	Yes / No
13	Do you difficult to quickly remember word or phrase you have just heard?	Yes / No
14	Do you difficult to answer question which require other than short answer?	Yes / No
15	Do you find difficult when listening without transcript?	Yes / No

III. Section 3 Problem related to the physical setting

1	Do you lose concentration if the recording a poor quality?	Yes / No
2	Do you find difficult to understand the natural speech which is full of hesitation and pauses?	Yes / No
3	Do you find difficult to understand the meaning of the spoken without seeing the speaker's body language	Yes / No
4	Do you find difficult to understand well when the speaker in a variety accents?	Yes / No
5	Do you find difficult to understand when the speaker speak too fast?	Yes / No
6	Do you find difficult to understand when the speaker does not pause long enough?	Yes / No
7	Do you find difficult if unable to get repeated?	Yes / No
8	Do you find difficult to concentrate if noises around?	Yes / No

9	When unclear resulting from a poor quality CD player. Does interfere your listening?	Yes / No
10	If unclear sounds resulting from poor equipment. Does interfere your listening comprehension?	Yes / No



APPENDIX 3

INTERVIEW

1. What problem that affect your listening comprehension as a listener?
2. What are the difficulties in listening material?
3. What make you difficult to answer the question from the speaker during listening?
4. What make you lose concentration during listening comprehension?
5. Have you ever used own personal experience or background knowledge to answer the question in listening? Why?



APPENDIX 4

TRANSCRIPT OF INTERVIEW

1. Respondent 01

A: Sebelum saya mulai wawancara de, saya mau tau nama, jurusan, dan angkatan de?

B: nama saya Alfia lutfiana dari Pendidikan Bahasa Inggris Angkatan 2016.

A: Baiklah, adapun pertanyaanya yang pertama, masalah apa yang mempengaruhi listening comprehension kamu sebagai listener?

B: nah kalo saya pribadi biasanya itu ... ehhh .. kecepatan dari audio itu. Nah saya kurang bisa menangkap jika eeh... jika percakapan dalam audio itu terlalu cepat dan ada juga kata – kata yang mungkin sulit saya terjemahkan.

A: oke.. terus apa yang sulit dari materinya ?

B: ehh kalo dari materi biasanya eeeh kalo saya kan dalam materi itu banyak itu kata – kata yang kurang bisa saya mengerti, jadi itulah kak ee... strukturnya juga.

A: kemudian apa yang membuat kamu sulit dalam menjawab pertanyaan?

B:panjangnya percakapan dan grammarku yang kurang dan juga karena vocabulary yang kurang kak.

A: terus, apa yang biasa membuat kamu kehilangan konsentrasi dalam listening?

B : ada yang rebut terus diganggu teman juga

A: Apa pernah menggunakan pemahaman sendiri dalam menjawab soal listening?

Why

B: iye kak. Biasanya karena jika saya tidak benar- benar mengerti apa arti dari percakapan itu maka saya akan menebak – nebak yah inilah, kira – kira inilah, mendekati ini kata ini.

2. Respondent 02

A: bisa saya tau nama jurusan dan angkatan de'?

B: nama saya khalik mawardi PBI 2016.

A: oke pertama, masalah apa yang biasa mempengaruhi listeningta de?

B: kalo saya itu pas mendengarkan ee talknya terlalu panjang materinya juga susah.

A: Apa yang sulit dari materi itu sendiri?

B: yang sulit itu cara ucapannya yang di audio kadang british atau accentnya topiknya juga kak biasa tidak pernah di dengar.

A: oke ... apa yang membuat anda sulit dalam menjawab soal?

B: kurangnya vocab dan apaaaa... struktur grammar juga.

A: apa yang membuat kamu ... kehilangan konsentrasi dalam listening?

B: eeeeeee.....kalo apa... kalau sudah tidak bisa menangkap arti dari listening sudah tidak bisa konsentrasi.

A: pernah pakai pemahaman sendiri dalam menjawab soalnya? Why

B: iya karena kalo sudah tidak dapat maknanya menurut saya menebak saja sesuai pemahaman saya.

3. Respondent 03

A : bisa perkenalkan dulu namanya de' jurusan dan angkatan?

B : perkenalkan nama saya Arsita andini arfan dari PBI 016.

A: oke . masalah apa yang biasa mempengaruhi listeningta?

B: itu kak kalo bicaraki ndak terlalu pahamka pronunciationnya terus strukrur grammarnya juga karena terlalu susah ditau artinya kurang vocabulary juga.

A: terus, apa yang sulit dalam content materinya ?

B: yang sulit itu kak kalo saya kan biasanya panjangki ada itu American style dan british- britishnya juga , itukan british lancarki jadi susah untuk dipahami.

A: oke, apa yang membuat anda sulit dalam menjawab soal listening?

B: yang bikin sulit itu, ada itu kalimat toh kak pernahka ingatki itu katanya ..iihh langsung lagi kulupai apa artinya, jadi fokuska disitu dag bisa ma jawabki pertanyaan selantunnya.

A: oke , apa yang biasa membuat kamu kehilangan konsentrasi dalam listening?

B: biasa diganggu teman, diajak ngoobrol, ituu ji kak.

A: pernah pakai pemahaman sendiri untuk menjawab soal? Why

B: biasa, karena biasa adami kutau sebagian itu maksudnya dan setelah dag kutau apalagi maksudnya jadi pake pemahamankumi untuk tambah- tambah i kalimatnya.

4. Respondent 04

A: perkenalkan dulu namata, jurusan, dan angkatan

B: perkenalkan nama saya indah zezarwati, jurusan pendidikan bahasa inggris angkatan 2016

A: pertama, masalah apa yang mempengaruhi anda dalam listening?

B: kalo menurut saya ehh kalo yang menyebabkan saya sulit dalam listening itu kurangnya pemahaman grammarku juga eee.. biasanya kalo ee listening itu kaya lancar sekali terus ee mungkin itu ji kak.

A: ok, ap yang sulit dari materi listeningnya?

B: Mungin yang sulit itu kayak... kak berpacuka pada kata yang belum kupahami terus berusaha untuk pahami dulu , terus topiknya banyak yang tidak ditau.

A: apa yang membuat kamu sulit dalam menjawab soal ?

B: eee yang membuat saya sulit dalam menjawab listening yaitu ketika tidak fokuska

A: Apa yang biasa membuat kamu kehilangan konsentrasi dalam listening?

B: yang membuat saya kehilangan konsentrasi ketika diganggu sama teman

A: pernah menjawab soal menggunakan pemahaman sendiri? Why

B: iye, ketika ee maksud dari audio itu kutaumi jalan ceritanya terus selanjutnya ee ada sesuatu yang ndak kudengar, disitu pakema pemahamanku sendiri kak.

A: oke thank you.

5. Respondent 05

A: Perkenalkan dulu nama, jurusan sama angkatan?

B: nama saya aini nur ifsani PBI 2016

A: pertama, masalah apa yang biasa mempengaruhi listeningta?

B: mungkin karena kurangnya vocabulary, grammar juga, kadang juga ee terkadang awal-awal audio biasanya terlalu cepat.

A: terus kalo dari materinya, apa yang sulit?

B: e dari materinya berupa percakapan yang panjang susah dipahami karena kata-kata yang sulit.

A: terus, apa yang biasa membuat kamu sulit dalam menjawab pertanyaan?

B: mungkin karena accent-accentnya kadang bercampur ada american ada british itu kadang susah

A: terus, apa yang biasa membuat kamu kehilangan konsentrasi ?

B: eee mungkin karena sementara menulis tiba-tiba ada teman yang bertanya...
 oee.. apa dia bilang, kayak gitu tiba-tiba buyar.

A: pernah pake pemahaman sendiri untuk menjawab soal listening? Why

B: iya, biasa ketika tau kata kuncinya, selanjutnya pakema pemahaman sendiri untuk sesuaikan i.

6. Respondent 06

A: sebelum saya wawancara bisa perkenalkan dulu namanya de, jurusan dan angkatan.

B: nama saya sri dwiyanti dari pendidikan bahasa Inggris angkatan 2016

A: masalah apa yang biasa mempengaruhi listeningta?

B: Mungkin karena vocabulary yang kurang ee terus pronunciationnya yang susah dipahami terus katanya e terus katanya yang tidak familiar

A: terus apa yang biasa sulit dari materinya?

B: Dari materinya yaitu ee seperti conversationnya dan topicnya juga

A: apa yang membuat kamu sulit dalam menjawab soal listening?

B: yang membuat saya sulit ketika e saat e listening apa ... terlalu cepat dan menggunakan accent-accent yang bervariasi

A: apa yang membuat kamu kehilangan konsentrasi selama listening?

B: ketika ada teman yang mengganggu atau bertanya

A: pernah pake pemahaman sendiri menjawab listeng? Why?

B: iya, karena untuk melengkapi kata yang tidak di dapat artinya

7. Respondent 07

A: oke, perkenalkan dulu namanya, jurusan, dan angkatan

B: nama saya A. besse suci amaliah jurusan pendidikan bahasa Inggris angkatan 2016

A: masalah apa yang mempengaruhi listeningta biasanya?

B: biasa itu karena pronunciationnya terlalu cepat, grammarnya dan ee accentnya berbeda-beda

A: dari materi listening, apa yang sulit?

B: karena panjang conversationnya

A: apa yang bisa membuat kamu sulit dalam menjawab soal?

B: ee mungkin karena biasa karena diganggu teman dan ee biasa kalo saya menjawab kalo kupikirki e itu biasa hilang buyarki

A: apa yang bisa membuat kamu kehilangan konsentrasi ?

B: karena teman biasa rebut

A: pernah menggunakan pemahaman sendiri dalam menjawab soal listening?

Why?

B : iya mungkin karena untuk melengkapi makna yang tidak ditangkap artinya



APPENDIX 5

PHOTOGRAPHS OF RESEARCH ACTIVITIES

Listening Process



Students Answered the Questionnaire



CURRICULUM VITAE



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